

# EDUCATIONAL INDIA

VOL. XLIII  
No. 1

July, 1976

Hon. Editor :  
"Padmabhushan"  
of. M. VENKATARAMAIA,

Mg. Editor :  
V. SUBBA RAO, B.A., B.L.



"INDIVIDUAL commitment to a group effort—  
that is what makes a team  
work, a company work, a  
civilization work, a civilization  
thrive."

— Vince Lombardi



## EDITORIALS

The Role of English  
The Paradox of Educational Hotch-Potch

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They Start School*

S. J. Hutt & Corinne Hutt

*Teaching the pupils to find out for  
themselves*

Dr. Marten Shipman





# EDUCATIONAL INDIA

## A NOTE TO OUR SUBSCRIBERS.

We crave the indulgence of our Subscribers, that due to circumstances beyond our control the issues of February 76, March 76, April 76 and May 76, could not be issued so far. For continuity and regularity the July '76 issue has been issued. Along with this February '76 has been posted. We shall send to our Subscribers March to May 76 issues also during the next two months.

We request the Subscribers to bear with us only for a shortwhile.

— Mg. Editor.

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## EDUCATIONAL INDIA

### *The Working of An Open University \**

By

**Shri D. Panduranga Rao,**

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Andhra University, Waltair, Visakhapatnam-530 003.*

**T**HE Open University is different from any other University. It offers University education on a part-time basis without insisting formal qualifications for entrance. The open University is open essentially in two ways: First in a social sense since it offers courses in any part of the United Kingdom without moving from their homes and jobs and secondly in an educational sense, in that their enrolment does not depend on any formal academic achievements in public examinations but on evidence of some experience, previous study and commitment. There is also a third sense in which it is open, if that courses are open to public interest and public inspection through the broad casts and the printed material. The ideas of open University was first mooted by Harold Wilson in 1963 and subsequently the University was set up in 1969 in Great Britain, the first of its kind in the world and started offering instruction in 1971.

The open University is located at Milton Keynes, Head quarters of Buckingham Shire (50 miles from London), P. O. Box 48 MK 7 6AB, United Kingdom.

#### **Eligibility**

##### *Graduate Courses :*

The Open University is open to all. House-wives, Factory workers, Professional people, executives, teachers, pensioners and people from all walks of life can enroll as students. The University is open because it does not insist any qualification for admission into degree courses. The residents of United Kingdom are only eligible for admission. The University admitted those who have completed 21 years in the beginning but this was relaxed in 1974 by enrolling those who have completed 18 years for degree courses. In 18-21 age group 50% of seats will be given for those who do not have the qualifications normally needed for University entry and the remaining 50% of the seats will be given for those with the usual University entrance require-

\* The working of the Open University situated at Milton Keynes, United Kingdom is discussed in this paper.

ment. When the applications received are more than the seats available, the first come, first served principle is being adopted.

#### *Post-Graduate Courses :*

The normal entrance requirement for admission to Post-Graduate study is a first class or an upper second class honours degree or a high degree of a British University. Applications from those lacking the normal entrance requirements can be entertained if they are appropriately prepared by their qualifications, professional experience or previous research for post-graduate work in their proposed field of study. External post-graduate students may also be admitted to read for a higher degree on a part-time basis studying and using research facilities in their home area.

#### *Higher Doctorates :*

To get these degrees, the candidate must be a graduate of the University or a member of the full time staff of the University. Other persons whose qualifications are deemed acceptable by the Senate may be permitted to register as candidates for a higher doctorate.

#### *Post Experience Courses :*

No formal academic qualifications are necessary for the Post Experience courses. Any one over 21 years resident in United Kingdom may apply.

#### *Courses Offered :*

The University offers courses in (1) Bachelor of Arts Degree (Under-graduate courses) (2) Post-graduate courses (3) Post-Experience Courses.

#### *Under-Graduate Courses :*

In B. A. the University has courses in Arts, Educational studies, Mathematics, Science, Social Sciences and Technology. Students can specialise

in one area or they may prefer to combine subjects from different areas.

#### *Post-Graduate Courses :*

The University awards three higher degrees – the Bachelor of Philosophy (B. Phil), the Master of Philosophy (M. Phil) and the Doctor of Philosophy (Ph. D). Courses are offered in Arts, Educational Studies, Mathematics, Sciences, Social Sciences and Technology, as follows :

1. *Arts*: 1) Arts 2) Classical Studies like Greek Philosophy, Greek Tragedy, Latin Literatures etc. 3) History 4) History of Science and Technology 5) Literature 6) Music 7) Philosophy.

2. *Educational Studies*: 1) Educational Administration 2) Psychology 3) Sociology 4) Philosophy 5) History and 6) Linguistics.

3. *Mathematics*: 1) Pure Mathematics like logic, graph theory, algebraic topology etc. 3) Computer Sciences 4) Applicable Mathematics 5) Mathematical Physics and applied mathematics 6) Mathematics education and 7) History of Mathematics.

4. *Sciences*: (1) Biology, (2) Chemistry, (3) Earth Sciences, (4) Physics.

5. *Social Sciences*: 1) Applied Historical Studies 2) Economics 3) Geography 4) Government and Politics 5) Psychology 6) Sociology.

6. *Technology*: 1) Design 2) Electronics 3) Engineering Mechanics 4) Materials Science 5) Systems.

#### *Higher Doctorates :*

The University awards two higher doctorates, the Doctor of Letters (D. Litt) and the Doctor of Science (D. Sc.) on the basis of published work. Candidates are required

to show that they have made an original and substantial work.

### *Post-Experience Courses:*

(1) Back ground to School of Mathematics (2) Biological Basis of Behaviours (3) Computing and computers (4) Electromagnetics and Electronics (5) the European Economic Community (6) Methods of Educational Enquiry (7) New Trends in Geography (8) Reading Development (9) Reformation studies (10) Environmental Control and Public health (11) Industrial Relations (12) Technology for teachers (13) Function: The key to Mathematics.

### *Enrolment:*

In 1971-48, 444 applications were received for various courses for 25,000 seats available. The final registration was 19,933. In 1972-35, 182 applications were received for 20,500 and finally 15,564 students registered. In 1973-32046 applications received for 17,000 seats and 12,405 students registered. The total student population in 1973 is over 37,000.

### *Methods of Instruction:*

The teaching and learning methods are designed to meet the student's special needs. They are guided through the course week by week as follows:

#### *(1) Correspondence:*

The basis of the week's work is the correspondence material sent regularly to each student. It comprises a series of slim paper-back books, containing one or more week's work. Each book contains a study text, illustrated with drawings, maps and diagrams and exercises for students to test their grasp of the material as they go along. It is decided that the life of the course materials shall not exceed four years.

#### *(2) Broadcasts:*

The television programmes and the radio broadcasts are designed to

fit it with and complement the written course material.

#### *(3) Assessment:*

Students with essays which they return to their tutors and complete assignments which specially designed to be marked by computer. The students best marks during the year together with the results of an end-of course-examination, are used in assessing their performance and in deciding whether they should be awarded a course credit.

#### *(4) Study Centres:*

Each student has a course tutor living in his area who marks and supervises his work. Students can meet their tutors for regular tutorials at their local study centre. There are more than 250 Centres throughout the country open in the evenings and at week ends. Televisions are being used at these centres to watch and listen to open University programmes.

#### *(5) Summer Schools:*

The open University holds one week Summer Schools all over the country which are attended by all first year students. Those provide an opportunity for students to work together and receive more intensive tuition.

### *Duration of the Courses:*

Generally three years is required to complete B. A. degree and four years to complete B. A. (Hons.)

### *Post-Graduate Study:*

For *B. Phil.*, full-time students are required to spend nine months. Part-time students will normally spend a minimum period of 20 months, before they submit a dissertation for the degree.

For *M. Phil.*, full-time students are required to spend 21 months and part-time students 40 months before they submit a dissertation for the degree.

For *Ph. D.*, full-time students are required to spend 30 months and the part-time students 60 months before they submit a thesis for the award of the degree.

#### *Post-Experience Courses:*

These Courses are from three to ten months and use the same learning system as the under-graduate courses.

#### *Cost of the Student:*

The total cost of tuition per under graduate course per year in 1974 is £25 payable in two instalments.

#### *Post-Graduate Courses:*

B. Phil - £15, M Phil - £100, Ph. D. - £115

#### *Post-Experience Courses:*

The fee ranges from £ 10 onwards.

#### *Cost to the Nation :*

When operation commenced in 1971 the open University spent about half of the 14.9 million dollars budgeted for development. This cost is far below estimates of £36 to 48 million dollars to establish an ordinary British University of only 5,000 students.

Annual operating costs are estimated at 15.8 million dollars for the first years \$9.3 million in recurring costs and 6.5 million dollars in direct student expenses. With an enrollment of 25,000, this comes to about \$632 per student; far below the \$2,000 to \$24.00 per student cost at many new British Universities.

The total costs are divided into two kinds: the overhead costs which are independent of the number of the students and student teachings costs, which are not. It is estimated that after three years the overhead costs will be £3 5 millions a year. The teaching costs certainly comes to only

half of the costs incurred by the conventional Universities. Out of the total costs, the University spends about 22% for broad-casting which is equivalent to the amount spent for preparing teaching materials.

#### *Composition of the Studies :*

In 1971, 73% of students are men and 27% of students are women. In 1972, the percentage of men decreased to 66% while the women are 34%. 39% of students are from 21-24 age group while only 15% are over 65 years. Only 17% of Unskilled working class are aware of the open University whereas 66% of Upper and Middle class has heard of it. In 1970, 30.9% students chosen Social Sciences closely followed by Arts with 22.8% Maths and Science have 24.6 and 21.7% respectively. In arts females dominated with 50.3% and in Technology males dominated completely with 94.2% students. In Social Sciences females represented 40%. In 1972, 7.5% students were admitted without any formal qualifications when 5.5% candidates were admitted with a University degree.

#### *Occupational Analysis :*

In 1972 approximately 30% of all open University students are teachers while this department comprised of only 1% of the U. K's population. Next comes the students from various professions and Arts with 12.5%. Technical personnel are 12.1% and house wives are 10.8% who are the largest composition of U. K.'s total population with 26%. Clerical and office workers are 9.7%. Next comes qualified scientists engineers 4.8%. Administrators and Managers with 4.7%. Retired and independent persons comprise 3%. Farming, mining workers 2.3%, Communications and Transport 1.3%. It is interest to note that farming,



mining, communication, transport personnel comprises of 23% of total U. K. Population.

### Drop-Outs :

22% students who have allotted seats did not register finally. The drop-outs in Mathematics 31.8%, Science 25.2%, Social Sciences 22.1% and humanities 19.3%, 13% of the students did not attend Summer Schools.

### Examinations

5% students did not attend the examinations.

### Results :

In Mathematics 9.5%, in Science 5.3%, in Social Sciences 2.7% and in Arts only 1.6% failed in their examinations.

### Organization And Staff:

The open university vests its executive authority in a Council and a Faculty Senate. The Council members were selected as follows:

5 — Open University Officers (Chancellors, Pro-Chancellor, Vice-Chancellor, Treasurer, Secretary)

1 — Chairman of the Open University Academic Advisory Committee.

4 — Appointed by Her Majesty's Privy Council.

3 — Appointed by the Committee of Vice-Chancellors and Principals of U. K.

3 — Representatives of Local Education Authorities

1 — Representative of Educational Authorities in Scotland.

1 — Appointed by the B. B. C.

6 — Appointed by the Open University Faculty Senate.

8 — Selected from among outstanding national figures representative of no single institutions.

4 — Appointed by the Open University General Assembly.

The General Assembly draws three student and five local staff members from each of twelve regional Assemblies. Each student automatically becomes a member of the Regional Assembly. The organization provides a forum for discussion among students and staff that offsets the falling of isolation discourage students engaged in independent study. Its academic aim organized in six faculties — arts, educational studies, mathematics, science, social sciences and technology — each with a dean and a full complement of professors, lecturers, staff tutors and research assistants.

Dr. Walter perry is the Present Vice-Chancellor of Open University. There are presently 200 full-time and over 3,000 part-time faculty. The majority of the deans began work two years before the University opened,

*Language Dilemma in Indian Schools*

## BABEL

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# Parents' Co-operation in Education

By

**Shri Pritam Singh Brar, M. A., M. Ed.,**

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**U**NTIL quite recent times, the teacher's job was rather easy. Formal education consisted of only the three R's and the teacher's job was to give training in reading, writing and arithmetic. This concept of education has undergone a radical change in recent years. While in the past education was concerned only with a part of the child—his brain, now it is concerned with the whole child—his mind, body and spirit.

One result of this happy change in the concept of education is that the school is no longer primarily a place of instruction, it must pay equal attention to the spiritual, emotional, social and physical needs of the children. In short, schools these days are concerned with the 'all-round development' of the child. This is easier said than done.

This stupendous task can only be accomplished if parents actively co-operate with teachers in the education of their children. But unfortunately most parents in this country are not aware of their duties and responsibilities towards their children. A vast majority of the parents is poor and illiterate; their chief, if not only, concern in life, is how to earn their daily bread. Harassed and harrowed by wretched conditions of life, they do not think much

about the future of their children. Even the educated and well-to-do are not alive to their duties and responsibilities towards their children.

## Parents' Responsibilities:

Most parents feel that their responsibility for educating their children ends when they admit them into some school. They do not seem to realise that by sending a child to school, they do not completely transfer their responsibilities to teachers. Sending a child is not like posting a letter. One feels relieved after posting a letter, as it is the duty of the postal authorities to see that it reaches its destination. This, however, is not the case with every child who is sent to school. The child, throbbing and pulsating with life, needs to be constantly watched and guided by parents and teachers on his way to his destination.

## Teacher's Role:

There is no denying the fact that the teacher plays a crucial role in the development of the child. But at present the teacher is not in a position to take on himself the entire responsibility for a child's all round development.

Parents need to appreciate the fact that the child remains in the school only for about six hours a day.

For the remaining eighteen hours, he remains or should remain, under the care of the Parents.

Furthermore, the influence of the forces operating outside the school is far more potent than the influence of the controlled environment of the school. The teacher has no control over the forces operating outside the school. He, therefore, cannot protect the school learners from their evil influence. But the parents, if they are alert and vigilant, can see to it that their children do not come under the influence of such forces.

#### **Active Cooperation:**

All this shows that the parents must actively cooperate with teachers in the education of their children and supplement their efforts. But the sad fact remains that most parents do not give any cooperation to the teachers. Even the educated and enlightened parents do not bother to visit periodically the school to know how their child is getting on. Most parents come to school either in the beginning of the academic year for admission purposes or towards the end of the year to enquire from the Principal why their child has failed in the annual examination. For the rest of the year, they are content to delegate the rights and privileges of parenthood to the teachers. This indeed is not the way to cooperate with the school. A better course for the parents would be to visit the school frequently and welcome any opportunity to meet the teachers formally and informally. There are also numerous other ways in which parents can be helpful to teachers.

#### **First Educators:**

Parents are a child's first educators. Both parents, especially the mother, play a crucial role in the early development of the child. It is an established fact of psychology that the basic

patterns of adult personality are laid in infancy and early childhood. Parents should, therefore, pay special attention to the intellectual, social and emotional development of their children. They should take pains to develop good habits in them. Regularity and punctuality are of great importance in early childhood. A teacher's efforts to make a child regular and punctual will be wasted if his parents do not teach him the value of regularity and punctuality at home.

Another good habit that parents should develop in the children is the habit of obedience. Children should be made to respect adult authority. It should be brought home to them that they cannot have their way in all matters. All this is possible only if there is order and harmony in the family and the younger members obey the elders and everybody obeys the household rules. Both pampered and neglected children tend to be disobedient and insolent. This shows that bringing up children is not an easy task. Only those parents who know something of child psychology and child upbringing can bring up their children properly.

Yet another duty of parent's is to guide their children in their studies at home. Children generally come from school with some exercises to be done at home. Home task is necessary for a variety of reasons. Parents should not look upon it as an unnecessary burden upon their children. They should see to it that their children complete their home task regularly.

#### **Realistic Goals :**

Most parents are too ambitious for their children. They expect their children to stand first in the examination, with prizes in co-curricular

activities and shine in all activities. It is not wrong to be ambitious. But difficulty arises when parents begin to expect from the children all those things which they themselves were unable to do in their youth. This approach can create many difficulties for children and stand in the way of their growth into matured adult personalities.

Parents must fire young children with ambition but at the same time, they must see them objectively. Every one has weaknesses and your child is no exception. A teacher's estimate of the child's abilities, weaknesses and potentialities is far more accurate than a parent's. So parents can safely rely on the teacher's judgement of the child. This will help them to set realistic and attainable goals for their children. Unattainable goals make children feel guilty and inadequate.

#### **Positive Attitude :**

The child needs to be assured that he is in a very good school with fine teachers. Research findings suggest that only those children who hold their teachers in high esteem learn well. A student who has a low opinion of his school is not likely to gain much from his stay in the school. Parents should, therefore, try to build up the child's confidence in his school. This is possible only if the parents develop a healthy positive attitude towards the school and the teachers.

Parents can have some misgivings about certain teachers and school practices. But such misgivings should not be shared with the young children. The principal is the proper person with whom you can share your doubts. So, whenever you have some complaint against some teacher, do not discuss it with your child. Go to

the Principal and bring it to his notice. Some parents make indiscreet remarks about teachers in the presence of their children. Such remarks can poison the minds of the young innocent children. They will not learn anything from a teacher derided by their parents.

#### **Guidance and Educational Inputs and Outputs**

##### *Parents' Education :*

These are some of the ways in which parents can cooperate with teachers in the education of their children. But not many parents cooperate with the school. A wide gap exists between the school and the home, and the problem before the educators is how to bridge this gap.

It is outside the scope of this short article to discuss various measures that can be employed to bring the school and the community closer to each other, but a word about the Parent-Teacher Association of India will not be out of place here. It is perhaps the only organisation in the vast country which is trying to awaken the parents of this country to their duties and responsibilities towards their children.

The Association has brought out a number of small but very useful books on some important problems of children like educational problems, emotional and behavioural problems, parents-children relationship, etc. The Association also brings out a quarterly magazine for Parents and Children. This regularly published Magazine contains articles covering almost the entire field of child psychology and child upbringing. The country needs many such organizations and many more such Magazines.

# Book Banks

By

**Shri K. Satyanarayana, M. A., M. Ed.,**

*District Educational Officer, Cuddapah, A. P.*

**“THE** Government of Andhra Pradesh permitted the Headmasters of all Secondary Schools to open Book Banks by utilising accumulations of the previous years and the collections made for the current academic year under library and reading room special fee funds for purchasing complete sets of Text Books to the extent of the availability of these funds for classes VIII, IX and X and to keep the Text Books so purchased in the Book Banks opened in each Secondary Schools.”

The above instruction was received in a D. O. letter from the Director of School Education, Andhra Pradesh, Hyderabad on 13-2-1976 asking the District Educational Officers to see that Book Banks are opened without fail in all the Secondary Schools. Accordingly Book banks are opened in all Secondary Schools in Cuddapah District.

A Book Bank is nothing but a Collection of books useful for the students. It is like Blood Bank. In Blood Bank blood is collected and stored in order to meet any acute difficulty in which a patient is in need of blood. Similarly in the case of School children, an acute difficulty is felt especially at the beginning of the school year when Text Books are in great demand. Due to certain

administrative factors such as inadequate supply of Text Books or uneven distribution of Text Books or delay in their distribution, the demand for text books rises above their supply. Therefore, a lot of agitation will be made raising hue and cry on the non-availability of Text Books for the school children. In order to eliminate the above difficulty and with a view to providing facilities for the Student community under the Prime Ministers 20 Point Economic Programme and with a view to giving necessary financial support to these facilities, the Government of Andhra Pradesh has decided to permit the utilisation of special fee fund accumulations for the opening of Book Banks.

A Book Bank will, therefore, provide a timely supply of Text Books in the schools. A Book Bank need not necessarily be confined to Text Books alone. It may cover the other books also like Dictionaries, Atlases, Story books etc., which are suitable as reference books for the students.

In Cuddapah District a novel organisation is being built up for developing Book Banks. During January 1976, in connection with the celebration of Educational Week, two Central Book Bank Units were started at Cuddapah in order to serve as Clearing Houses for all the Book Banks

in the District. One of these central units is for girls, while the other is for boys. In these central units an attempt is being made to develop collection of books suitable for boys and girls. It does not mean that reading materials should be separate for girls. However, an attempt is necessary to discover whether there are any differences in the reading interests of boys and girls and if so the types of reading materials that are chosen by boys and girls. Apart from this investigatory project, the above two units are designed to provide special facilities for girls.

The functions of these two units are to provide information regarding

the books collected in these units to all the Book Banks in the district. Also, information is being gathered regarding the books available in the various Book Banks so that necessary facilities for exchange of Books may be arranged periodically.

Thus Book Banks exist in Schools and Colleges mainly to provide Text Books and also other reading materials for reference by students. They provide a valuable facility to students. Outgoing students may deposit their books for the benefit of their next batch. Also, books may be withdrawn from these banks on loan basis. Really books are valuable deposits in these banks.

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# *Constitutional Provisions and Education in three Federal SET - U P S.*

By

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**T**HE constitutional provisions pertaining to education in the three federal set-ups, namely USSR, USA and INDIA are of great importance to persons interested in the comparative aspect of education. The educational success or failure of a federal set-up, when seen in the light of its constitution, throws a flood of light on various points of concern. Occasionally we may even discover many solutions for our educational malady in the country and subsequently attempt to adjust our educational machinery. The "leading educational laboratories of the world" include USSR and USA, and these are models of "Socialism" and "capitalism" respectively, and a country like India, (playing a leading role in the Third World) which has now accepted "democracy" as a way of life, may derive benefits from the two rival countries, discussed here.

## 1. USSR :

The progress and growth of modern Soviet Union is associated with the October Revolution of 1917. After this Revolution, perhaps Soviets were the first to accept socialism as the foundation of its socio-economic set-up. Their Constitution represents

the fundamental laws of the country. In the words of Julian Towster, "Government in the USSR embraces in full measures, the social, economic, political and spiritual experiences of of its citizenry. In one form or another, its supervision, instruction, counsel or observation reaches farm and factory, production and distribution, science and education, literature, music and dramatics, medicine and jurisprudence, journalism, publishing, cinema, radio and sports." This speaks about the totalitarian form of Soviet government touching nearly all the aspects of human life. Thus Vyshinsky is correct when he says that USSR "is a new type of state," where Lenin's, "theory gives practical people strength and orientation, a clarity of perspective confidence at work, faith in the victory of our cause". The Constitution is fully coloured by the philosophy of Marxism - Leninism, fructifying "dialectical materialism."

The people of USSR enjoy many constitutional rights concerning education. In 1936, in order to ensure universal compulsory education, it was laid under Article 121 that "citizens of the U. S. S. R. have the

(Turn to page 16)





## THE ROLE OF ENGLISH

It is unfortunate that in the outcry against English much is made of the fact that it is a foreign language. Our constitution, our education, our judicial system, our industries, transport and technological development in short every aspect of our national life including our basic ideals like democracy, secularism and socialism bear the stamp of foreign origin. When we do not object to foreign influences in every aspect of our national life, it is amazing how some people carry on a tirade against English on the ground that it is foreign. Thanks to its association with us over a long time English words have become inextricably woven into the fabric of our national life in such a fashion that it has become impossible to get along without them. When a language has been with us for a century and a half shaping our aspirations and ideals, it loses its alien character. Does anyone say that Urdu is foreign because its script and much of its vocabulary are Persian?

NO other language can serve us as well as English in strengthening our contacts with the rest of the world and ensuring rapid progress on all fronts. Our

languages, albeit their rich literary heritage, lack the necessary idiom and precision for conveying modern thought effectively. What is of vital importance, they cannot ensure the unity of the nation and national integration that goes with it.

THE argument that instruction in the mother tongue contributes to creativity is irrelevant in the light of fact that the efficiency of the learning process rests on the methods of teaching the equipment used and the teacher pupil ratio. If one glances through any textbook in Telugu, one finds the technical terms to be of English or Sanskrit origin and the sentence structures are remote from those of Telugu. By mother tongue is meant the language learnt from the mother. The technical terminology used in college textbooks and some of the sentences there in, frighten any mother. The conclusion is inescapable that the language of our textbooks is a hybrid one and far inferior to English, making comprehension very difficult. An idea is effectively conveyed in English in two or three sentences. But if the same idea is to be conveyed in the mother tongue, it is conveyed in a highly involved



way making comprehension well nigh difficult.

**HIGHER** education in English brought together the educated people of different regions of the country and fostered in them the spirit of nationalism and patriotism. The introduction of regional languages has set up barriers between the different states and made mobility of students and

teachers very irksome resulting in an academic balkanisation. Higher education is not a local affair but is a matter affecting the whole country and its relations with the other nations. It is a matter of all-India character. Hence it should be uniformly patterned with minor variations and given in an all-India language. For this purpose no language is better qualified than English.

— *D. Venkata Rao.*



## The Paradox of Educational Hoth-Potch

**IMPROPER** education means unsuited instruction which neither satisfies students' instant urge to learn, nor prepares them honestly for the responsible tasks of competitive life. Our endproducts of education are the measures of the success or failure of the operational efficiency of our educational system. The tree is obviously known by the fruit it bears. Here the human split personality is the raw fruit emerging from the grind of educational behaviour.

### Our Targets and Trespasses

Faulty education is the result of many educational and non-educational factors and forces—both formal and informal. Under the former comes the short-sighted planning whose fitful execution increases its limitations. The wrong policy decisions and directives, which never bother to relate learning procedures with the means and avenues of pro-

ductivity, are the crucial determinants of existing endemic unemployment and youth unrest. The anachronism of unrealistic syllabi and their hasty smattering provide neither any saleable skills, nor any sustaining attitudes for purposeful living. The inadequate, farcical public examinations, stressing exclusively memory and selectivity, are further vitiated by the extensive incidence of mass copying, by the leakage of question papers, and by other rigging practices of lenient and fraudulent marking. The mechanical, impersonal round of instruction is simply a ritual of marking time casually and capriciously. This dull teaching routine is again rendered defective and futile by the unnecessary infliction of unacademic instructions from the pontifical bureaucrats. Their chief concern seems to look busy and progressive by periodically and perfunctorily communicating a steady

barrage of superficial rules. Their self-righteous and self-validating oracles tend to distract the attention of politicised teachers, wean the agitation-prone students away from the serious business of acquiring essential knowledge, reduce their lively awareness of punitive society, and remind them of their diminutive role in it.

## **Inflictions Of Social**

### **Situation:**

**T**HE informal forces are symbolised by the home, the society, the mass media of instruction, namely, the press, the radio, the cinema, the various socio-religio-political organisations. By and large, those agencies never exercise any sound control or wise guidance. They present no worthy patterns of concept and conduct for emulation because their leverage is monopolised by powerful interests and opportunistic individuals.

**T**HE home influence is basically passive and weak because of its outright inattention, pathetic inability, and woeful unconcern. Either the parents are ignorant, or unassertive, or ineffective.

**T**HE press predominantly stays preoccupied with current political events, sectional propaganda and Educational problems and reforms do not make headlines because of their meek ordinariness. On the contrary, commercial advertisements colour and control their outlook and contributions. Fruitful dissent and debate remain suspect and rare.

**T**HE cinema colourfully corrupts the youth into fashions of dress, undress and address apart from injecting false models and modes of unreal life. Its high-pressure glamour serves as a standard mental escape; and its patronage is deemed to be a belated status symbol. It is the accepted "in" thing both for the adolescents and the adults.

**T**HE social and religious organisations are just considered out of step and fashion, and are consequently ridiculed and disregarded like the fallen gods or the desecrated deities.

### **Bounce Of Collective Mischief**

**I**N this confused climate of educational drift and skewed priorities, students are naturally agitated which typifies a natural reaction, a rational corollary which unhappily takes sometimes irrational expression in the form of strikes, gheraos, mass copying, threats to invigilators, protest marches, dharnas, intimidatory public fasts, harassment of teachers on and off duty, the destruction of public and private property, and the obstruction of government functioning. Thus politics distracts and dissipates the attention and energy of students. It lures them with a temporary thrill of adventure, and offers cheap satisfaction of seeking grievances through the mantram of collective rowdyism. It attracts their wayward groupism, makes them look heroic, and feeds their urge to rebel, reconstruct and reform. Gujarat and Bihar are the latest illustrations

of students' indignation against bureaucratic complacency and political corruption. Thanks to the emergency-this process seems to have been thwarted.

### **Errors And Upsets**

**W**HEN educational leadership is so cowardly and neutral, when courses of study are so antiquated and cumbersome, when educational system is a neo-colonial hotch-potch-so very unconnected with national culture and employment opportunities, deep discontent and violent differences are bound to erupt in malignant ways. The students' outcry against tough examinations, against the futility of paper degrees, against the lack or absence of educational and recreational facilities, conceals merely their sense of immaturity and insecurity. Their legitimate responses should be articulated in respect of their proper study, genuine reforms in teaching objectives, teaching materials, and teaching techniques. Again, the cohesive academic community and enthused atmosphere, the sufficiency of library and laboratory resources, the adequacy of games and sports, the competence and continuity of academic functioning, the propriety of supervised work, and the desirability of extended social development, ensured through outdoor conducted tours and social participation, are some of the valid areas of determined pursuit and commitment. But it is odd and irritating to see the majority of students militating

through misguided unions for supporting or grabbing paltry ends like the lowering of school fees, the diluting of academic standards, the abrupt demand for transfer/ removal/ retention/ promotion of politician teachers, the introduction of petty convenience. or the vindication or reinstatement of known defaulters and ring leaders. The show of force, intimidation, duress and violence is no argument because heat is actually the opposite of light. The thoughtless and frivolous resort to frequent agitations creates more often wider problems by suddenly stopping the flow of academic work, by postponing regular examinations by swelling failure percentages, and by delaying scheduled admissions. Eventually, at all points, the students suffer and their parents/ promoters are left to repent for these unwarranted gimmicks and tamashas. The sorriest part is that the significance of schools falls into disrepute, the role of education is denigrated as dispensable, and the general discipline—both individual and institutional—ruins the process and prospects of self-improvement and civic maturity.

### **An Approach and Alternative**

**T**HE remedy lies in an honest re-shaping of educational objectives and priorities, and in the sustained unilateral discharge of our academic and administrative obligations. But trade unionism and commercialisation of tuition-work taint education, hijack its sanctity by rendering

corruption fashionable, and by making the multiplicity of work standards acceptable.

THE supremacy of reason and sanity could prevail if educational values are socially rewarding and personally upbuilding. Disowning fatalistic stance and martyred pose, our teachers should be ready to bear a personal witness to the effectiveness of ideals, and to the worthwhileness of professional dignity. The rainbow of brave words, and the thunder of heroic denunciation of existing system and its sponsors merely festers into a whimper of regrets and restlessness. Let's not be hoodwinked by the palliatives of commissions and committees, by the hilarity of half-baked innovative fads, and by the egoistic complacency of chairborne administrators who hate to revolutionise the class-

room instruction by their symbolic action, diplomatic inaction and calculated reaction. They are moved by crisis and expediency, but never by commitment or courage to advance knowledge and to serve society. To them, education should be a thrilling adventure into ideas and insights. They should not desire a mass-production of automatons, montage men with mediocre ability and dull sensitivity, unanchored and ill-adjusted. Here "to educate our masters" is an uphill task because of their inbuilt professional deprivations. Inertia, passivity, sloth and lack of will are more crucial sins than the lack of resources or absence of remedies. Pity, our higher education is over-captialised, but our primary education is only sloganised. Thus, education becomes a dispensable commodity.

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*(Continued from page 11)*

#### **Constitutional Provisions and Education in Three Federal SET-UPS.**

right to education. This right is ensured by universal and compulsory elementary education; by free education upto and including the seventh grade; by a system of state stipends for students of higher educational establishments who excel in their studies".<sup>1</sup> Four years later, some fees were charged from the matriculation stage upwards. In 1947 and then in 1958, the Constitution was amended to incorporate desired changes. In 1958 the level of compulsory education was raised to 8-years and by 1970 it has already become 10-years, emphasizing the polytechnicalization of the school programmes. As such Constitution guarantees "free vocational, techni-

cal, and agronomic training for the working People."<sup>2</sup>

"Article 122 of the Soviet Constitution ensures to women equality of rights with men in all spheres of economic, governmental, cultural..... activity. Besides, the Soviet Union has been the first country in the World to recognise the principle of 'equal pay for equal work'. The importance of this achievement will be realised when it is pointed out that even the advanced countries of the West have not given this equality to women".<sup>3</sup>

*(To be continued)*

# *How to Strengthen Vocational Education Programme in India :*

By

**Dr. K. C. Bhatt, M.A., M.Ed., Ph.D.,**

*Principal, College of Education, Bilimora, Dean, Faculty of Education,  
South Gujrat University, Surat.*

**D**ESPITE various recommendations and suggestions made from time to time by various Education Commissions, and Committees the diversification of courses in the educational system of India has not been effected so far. Even at present, the Indian education remains mainly academic and bookish. As it is, the enrolment in the vocational courses at the secondary stage is still less than 10 percent of the total enrolment which is the lowest in the world. It seems that most of the suggestions and recommendations so far made on vocational education have not been effectively implemented. The Education Commission (1964-66) has recommended drastic changes in this position in the next 20 years. Although about a decade has already passed since, then ; no firm policy or detailed plan of action for vocationalisation of education has yet been evolved. What India needs to day is a time-bound programme for vocational education and a firm will and determination to 'Act'. The following few suggestions are offered for strengthening the programme of vocationalisation of education in India.

1. *Vocational Education should form a part and parcel of Indian Educational System :*

In India, vocational education should form a part and parcel of the educational system. There should be two separate and distinct types of schools of equal importance. (i) The General Education Schools (ii) the Vocational Schools. On completion of the general education at the primary or secondary stage, facilities should be provided for the majority of the pupils to take up vocational courses according to their interests and abilities. But in doing so the needs of the society should be kept in view. In India, the transfer from primary schools to secondary schools is easy smooth. Similarly, opportunities should be made available for such easy and smooth transfer from these general schools to vocational schools also. More Vocational schools should be established for this purpose.

2. *Vocational Education should be provided through Specialised Institutions only :*

Efforts to combine general and vocational education through institutions like Multipurpose Schools have



so far failed to achieve their goals and hence that policy should be given up. Vocational education should be provided in proper, specialised vocational institutions or schools only with courses at two stages.

(i) Vocational courses in different fields such as agriculture, industry, medicines and public health, village arts and crafts etc. should be organised to meet the requirements of children who on completion of primary education do not wish to proceed to secondary education.

(ii) Vocational courses of higher level in a variety of fields such as agriculture, industry, commerce, medicine and public health etc. for those pupils who after completion of the secondary education do not wish to proceed to higher studies in the universities.

### 3. *Vocational Courses should become Terminal in Character :*

These vocational courses should be terminal in character and must prepare the youths for careers or independent work. At the end of a given course, Examinations should be conducted and certificates be awarded. These Certificate Courses should impart training which would enable the trainee to possess minimum knowledge and skill required for the vocation. They should produce semi-skilled and skilled workers for lower and middle-level requirements. The knowledge imparted should be both theoretical as well as practical.

### 4. *Vocational Institutions should not be regarded as dumping ground for drop-outs and educationally backward pupils :*

It is extremely essential that the attitude towards vocational schools should be entirely changed. People still look down upon them as

a dumping ground for the drop-outs or educationally and financially backward children. Still it is believed that general education schools and colleges are mainly meant for the children of upper and higher middle class people while the vocational schools for the lower-middle or the middle class people. Secondary schools are believed to be for those who to 'proceed on' and other institutions for those who want to 'step down.'

### 5. *The existing programmes of Vocational Education should be strengthened :*

The existing programmes of Vocational Education, and Training through Industrial Training Institutes, Technical schools, Junior Technical High schools, Agricultural schools etc. should be strengthened and be made more effective and of more practical use. Theory courses should be reoriented to make them more intensive and terminal in character. Maximum use of these existing facilities should be made. The courses available at the various Multipurpose schools should also be reoriented and made thorough and effective for terminal education. The Multipurpose schools and other vocational institutions should so frame their time-tables that they are not only of maximum use to their pupils but they provide facilities for 'Work-experience' to school pupils also.

### 6. *"Work-Experience" scheme in all primary and secondary schools :*

A scheme for providing well-graded work-experience programme with scientific bias should be introduced with immediate effect in all primary and secondary schools in all the States in India. This work-experience should be forward looking in keeping with the character of the

new social order. This programme should form an integral part of the general education from classes I to XI. Its main purpose should be to relate education to life and productive activities. It should serve to acquaint pupils with Science-based technology. As a matter of fact it is indispensable for bringing new approach to the school system in India. The use of costly materials should be avoided in providing work-experience to the primary schools and it should be made as less expensive as possible.

*7. Manpower Needs should be carefully studied :*

It is widely felt that in India, the expansion of vocational and technical education should be done with caution and with full regard to the development of organised industries and needs of the society. Let it not be forgotten that in 1937, Messers Abbot and Wood had warned that it would be a great misfortune if a large body of men received a prolonged technical training, and on its completion found that they had no opportunities of using the knowledge they had acquired. It is indeed true that much has been done to increase the facilities for technical education in this country during the last decade. But the Government has woefully failed so far to match demand with supply. The paradox of acute technical manpower shortage in certain industries together with surplus technical staff in others continues to stare the country in the face. At the same time, if economy does not expand at the expected rate, the problem of unemployed trained people will become even more acute than it is today.

*8. Proper Vocational Guidance should be provided in schools :*

It is very essential that youngsters in the school should know about various occupational opportunities and the required qualifications or training for them. Each school should have a pre-occupational education programme to provide knowledge about the *world of work* around it. Proper vocational guidance programmes must be made compulsory in schools. An efficient vocational guidance service to disseminate information regarding various careers that the young boys and girls can take up according to their choice is not only important but indispensable for effective vocational educational programmes.

*9. Vocational Education should become 'People's Movement' in India :*

In India, during the post-Independence era, the people have developed an attitude to rely upon the Government more and more. Now let it be clear that Government alone can never cope up with the mighty task of the development of the nation-wide vocational education programmes. The Government may take the lead. But it must need the co-operation of the State Governments as well as other non-Governmental agencies. Vocational Education should be a co-operative venture between the Central Government, the State Governments, the Community, the Local Corporation, General Schools, Industries, Chambers of Industry and Trades, Labour Organisations and other voluntary agencies. The Universities should also come forward to help in this mighty task. Thus Vocational Education Programmes should become the Peoples' Movement.'





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## FINDING OUT HOW CHILDREN LEARN BEFORE THEY START SCHOOL

By S. J. HUTT AND CORINNE HUTT

*Professor in Psychology, Reader in Psychology,  
University of Keele, England.*

It is hoped that by 1982 all children in Britain aged three and four whose parents want them to benefit from nursery education should be able to do so. So very soon most four-year-olds and many three-year-olds will probably have experienced some form of preschool education.

It was in 1972 that a Government White paper proposed that there should be a steady growth in the provision of nursery places and a budget of £30 million was allocated. Some of this was earmarked for research and evaluation and the work at Keele University forms part of this programme.

### *Two Main Projects*

The work consists of two main projects which are the first to do commissioned through the Nursery Education Research Management Committee of the Department of Education and Science and they are closely monitored by a liaison committee appointed by the department.

Our own interest in preschool education stems from more than a decade of active research on the exploration and play of young children as well as in problems of attention in brain damaged and autistic children\*.

Our interest in the various forms of early learning in young children received a further impetus from evidence on the rates of growth of various systems in the developing individual. This pointed to the preschool years as the optimally sensitive period for brain growth and

hence, probably, intellectual development.

Other work has indicated that 50% of an individual's adult intelligence has developed by the age of four years.\*\*

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A five year programme of research into the play and learning patterns of children before they go to school is in progress at the University of Keele in the English midlands. The authors of this article are directors of the programme.

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The first of the two research projects to be initiated was a study of the preschool child at home. In view of the relatively rapid expansion in nursery education envisaged in the White Paper, most four-year-olds will soon be having some form of preschool education, and nursery schools will be hoping to build upon the child's experiences at home. Yet we have little or no idea of what and how children learn at home.

### *Parent's Involvement*

The aim of this project is to provide a detailed picture of children's experiences in the home, how they spend their waking hours, how much time they spend

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\* Hutt, S. J. and Hutt C. (1970). "Direct Observation and Measurement of Behaviour." Springfield, Illinois: Ch Thomas.  
Hutt, S. J. and Hutt C. (Eds) (1970). "Behaviour Studies in Psychiatry": Oxford: Pergamon.

\*\* Bloom, B. S. (1964). "Stability and Change in Human Characteristics," New York: Wiley.

in adult company and how involved the parents or parent are in a child's activities.

The desirability of nursery education for the under fives is not in question. The variety and attractiveness of equipment, the opportunity to work and play in surroundings designed and intended for children, the encouragement to create, however "messily," and the opportunity for social inter-action all result in a varied and richly stimulating environment.

But perhaps children at home are exposed to equally stimulating experiences; or perhaps nursery education is required because of the lack of such stimulation, as some authorities have argued. Or are there distinctive facets of a child's home life which might well be replicated in nurseries?

#### *Pilot Study Completed :*

A team of four research workers, led by Charmian Davie, is trying to find answers to questions such as these. A pilot study of 28 children in their homes undertaken with the primary aim of assessing the feasibility of the main study of more than 200 children has been completed.

The results showed that children and their families adapt to an observer fairly quickly. Four-year-old children are observed during their waking hours and the information is recorded on prepared check lists. Observation periods are of two hours duration and the observer accompanies the child on any errand or excursion he/she might make.

The second project, conducted by another team of four workers, is complementary to the first and concerns play, exploration and learning in different pre-school contexts such as nursery school or class, playground, or day nursery.

It consists of several studies, the first of which looks at the effect of each context and the provisions within it upon the play of three- and four-year-old children.

#### *Skills Learned From Play :*

How do children explore and play with the materials and toys provided? What skills are learned from such play and are certain materials more effective than others in promoting such learning, or in sustaining attention? These are some of the questions we are attempting to answer.

Another study will be more concerned with the role of the adult in the child's early learning and will look at the ways in which teachers facilitate the learning of cognitive and social skills and how language is used in such mediation.

Yet another study will follow a sample of children through their nursery school (or other context) and until their second year in infant school, monitoring their activities to distinguish the salient events and processes in this development.

Other studies will focus more upon individual differences — in the exploratory and learning strategies of children and in the instructional strategies of adults. Video recording of the behaviour of adults and child in problem solving situations will facilitate detailed analysis.

Working with us for a year are a UNESCO research Fellow from University of Baghdad Nejmeddin Ali Mardan, and a postdoctoral Fellow from Montreal, Maco Provost.

#### *Special Nursery School*

Some of the research will be associated with a new specially designed 60 unit nursery school, to be built by the Staffordshire Education Authority. Further research may be concerned with the efforts of physical aspects of the environment as well as social factors upon the behaviour of children.

Observation and research facilities at the school will enable it to be used as a resource centre in the training of teachers and nursery assistants. And researchers, nursery staff and students-in-training will discuss and exchange information in the actual teaching situation.

# TEACHING THE PUPILS TO FIND OUT FOR THEMSELVES

By Dr. MARTEN SHIPMAN,

*Director of Research, Inner London Education Authority*

In the 1960s the most striking developments in British education were in the primary schools. In the 1970s the secondary schools have become the main centre of innovation

One of the most significant features has been the building of a few secondary schools which are open in their design and planned to operate around resource areas. The importance here is that these reflect changes taking place in many established schools. The common aim has been to increase the effectiveness of schooling by shifting the emphasis from teaching to learning.

Teachers who were themselves taught as one of a class following the same syllabus, and who were trained as class teachers, are introducing individualised learning and accepting the extra work involved.

## *Emphasis On Enquiry*

The emphasis on enquiry, activity, exploration, hypothesis formulation and testing within learning situations organised by teachers is now familiar from primary schools to universities. It has started to influence the professional training of teachers and is the subject of much in-service training. It has encouraged the use of internally set, externally moderated examinations. It has even altered the architecture of schools and colleges.

The autonomy enjoyed by teachers in Britain means that such changes have been initiated in schools in many different ways. The schools that receive most attention are purpose built secondary schools, such as Abraham Moss in Manchester, in the north of England, Countesthorpe College in Leicestershire in the Midlands, and Madeley Court in Shropshire in the west. These are in a similar position to early open planned primary schools, for example Finmere Village School; or Eveline Lowe, built in London in the early 1960s.

The innovation is in the same direction of individualised, resource based learning and cooperative teaching. But the challenge when this style of schooling is extended to large secondary schools is far greater.

## *Finding Out Yourself*

There have been positive and negative reasons for moving away from a dependence on class teaching. The spread of compulsory education for all up to the age of 16 led to a search for a meaningful curriculum for those who had previously left early. A conventional academic education designed for a highly motivated few no longer seemed appropriate.

Once basic skills had been learned, the range of opportunities for studying topics of use and interest to the students could be profitably increased. Furthermore, it no longer seemed appropriate to teach a body of established knowledge.

In a rapidly changing world, the only unchanging asset was an ability to find out for yourself, to be able to work out hypotheses and check them against evidence. The absorption of increasingly redundant knowledge was seen as less useful than learning ways of finding out as a part of an active search for established knowledge.

There was therefore an incentive to change both the content and methods used in school. The former needed opening up to allow diverging individual learning experiences, while the latter required active participation by the learner.

This was not a switch to open ended and unstructured learning situations. The teachers were opting for a learner-centred curriculum requiring more careful definition and more sophisticated structure than conventional methods. This learner-centred curriculum also depended on the availability of adequate resources for individualised learning.

## *Resource Centres !*

The schools that have been purpose built to maximise the use of individualised learning through the provision of resource centres have a variety of objectives. Abraham Moss and Madeley Court have been designed as community schools. Countesthorpe College was organised to promote maximum participation in a democratic school by both staff and students.

But they all share the belief that learning is the responsibility of the learner and that the school must provide the environment within which this is possible.

At the heart of each is a sophisticated resource centre. Within this resource centre, teachers, usually working in teams, can translate curriculum into learning resources for individual use. To achieve this there has to be continuous in-service development of teachers. They are now drawing on shared resources and using not only specialist subject knowledge, but the skills required to ensure that pupils are prepared to think and act as mathematicians, or scientists or geographers and so on.

Thus the teachers have to accept an extra dimension to their work as they employ educational technology in its widest sense to broaden the learning experiences of pupils.

In Countesthorpe college people move freely around the site. The main building is circular, with an open central area. Individual and small group assignments are assumed to be the normal organised for learning and resources are organised to this end.

Madeley court is in a New Town where pupils will be arriving from different parts of Britain at all ages. This is generous provision of study cubicles, each with a wired information service, so that staff or pupils can ring for an individual programme which is relayed to them on a tape recorder. In this way individualised learning acts as a solution to problems facing the newly arrived learner.

Abraham Moss Centre, with a comprehensive secondary school, a college for further education and an adult education centre sharing the same site and resources, is organised so that there is no clear distinction between the work of the different institutions. The resources are seen as part of a community service.

### *Use of Technology*

These innovatory schools are the more dramatic illustrations of a widespread movement towards resource based learning. Even the most conservative schools have increased their use of technology. This can be just a room full of boxes of materials and a collection of hardware looked after by a part time member of staff.

At the other extreme, Inner London Education Authority secondary schools have media resources officers appointed after two years of training to organise resources and to encourage the use of educational technology. These officers also help teachers to use the authority's cable television service, media resources centre and teachers' centres.

Joint resource centres have also been established to serve groups of schools, financed equally by the schools and the authority out of a special fund. Such developments are now common in Britain. All attempt to support the use of resources in more active, individualised learning situations.

This tendency for grassroots developments to provide models for later, more ambitious, purpose built innovatory schools is made easy in the decentralised British education system which gives responsibility for curriculum development to the teachers. Innovation under these circumstances is bottom-up, not top-down.

The force behind the expansion of resource based learning consists of numerous teachers experimenting to find a more effective way of promoting the learning of all pupils. This has involved teachers in a lot of very hard work. That the trend is now visible from infant schools to universities is a sign of its promise.

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EDUCATIONAL INDIA is published on the 5th of every month. But a Double Number is issued for May and June. Complaints for non-receipt of the Journal for any month should reach our office not later than the 12th of the month. It is requested that the articles be sent exclusively for Publication in Educational India.

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